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ABSTRACT

This learning module instruction booklet provides guidelines for the use of a kit designed to teach students nondiscriminatory social attitudes and to heighten general awareness of cultural differences. Intended for use with a film followed by group discussion, the kit provides samples of attitude pretest and an attitude posttest related to the social bias of the student. Instructions for the conduct of a group caucus to utilize the material presented in the accompanying film are included. Role-playing techniques are utilized to promote cultural sensitivity, and a mock social situation is constructed to provide a background for the role-playing exercises. (1H)

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MULTICULTURE EDUCATION

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THE AFTON FALLS CASE
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MULTICULTURAL EDUCATION MODULES

**Multicultural Program
College of Education
University of Houston**

1974

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**MULTICULTURAL
AACTE PROJECT**

THE AFTON FALLS CASE
A Study in Equalizing Educational Opportunities for Minority Groups

Developed by
William W. Witcher

Under the direction of
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THE
AFTON
FALLS
CASE

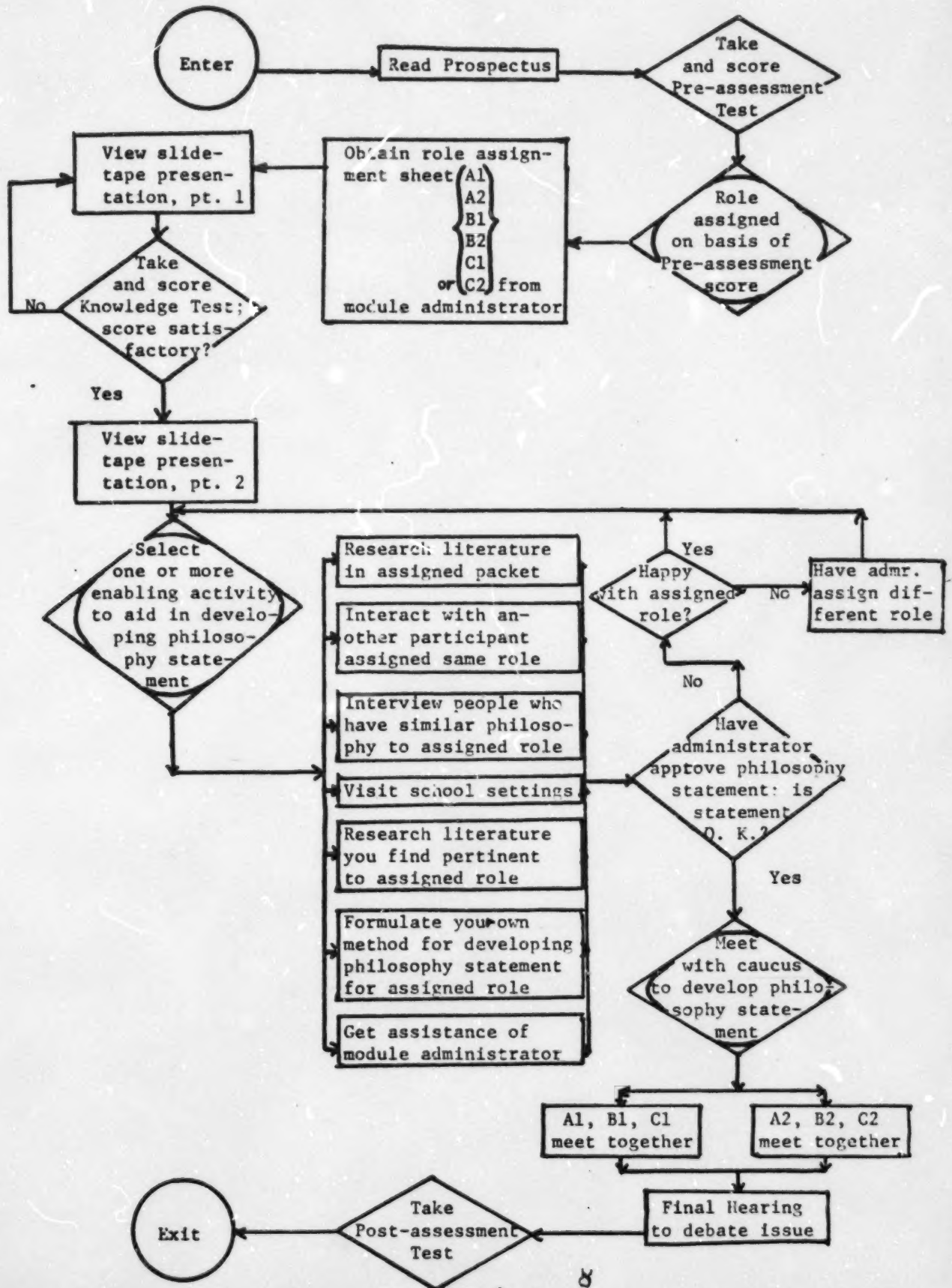
A Study in Equalizing Educational
Opportunities for Minority Groups

Developed by William W. Witcher
May 1, 1974

Table of Contents

	Page
Flowchart	1
Prospectus	2
Objectives	4
Pre-assessment Test Instructions	5
Pre-assessment Test	6
Pre-assessment Test Grading Instructions	7
Role Assignment Sheets	
ROLE A1	8
ROLE A2	9
ROLE B1	10
ROLE B2	11
ROLE C1	12
ROLE C2	13
Knowledge Test	14
Knowledge Test Assessment Key	14A
Enabling Activities for Developing Philosophy Statement	15
Sample Philosophy Statements	
ROLE A1	17A
ROLE A2	17B
ROLE B1	17C
ROLE B2	17D
ROLE C1	17E
ROLE C2	17F
Preparation for Caucus	18
Preparation for Final Hearing	20
Post-assessment Test	21
Administrator's Note	22

Flowchart



Prospectus

To clear the way for effective multicultural education, one of the most important steps is the elimination of prejudicial attitudes among different cultural groups. These attitudes are deeply engrained in individuals and have existed and been nourished for most of their lives. Developing a new attitude of understanding, respect, and tolerance of other groups is a long process. The eradication of such innate philosophies is therefore a task of monumental proportion, but nevertheless of critical importance.

Although time is perhaps the most crucial ingredient, one positive step is the awakening in individuals, whether or not they possess negative attitudes toward peoples of other ethnic and cultural groups, of the nature of prejudice and its interaction with forces at work in the American society. This module is a simulation exercise, an attempt to create a lifelike situation in which participants gain this insight through the role-playing technique.

Role-playing can be used effectively with most age levels and provides the active involvement necessary to achieve desired outcomes. This presentation was designed as a flexible model. Although it was developed for adults and implemented with college students of education, it could be suitable with some minor adjustments for use with high school, junior high school, and upper elementary school students in a variety of ways.

The key features of this module are its design in assigning roles and the unique situation in which the roles are joined and pitted against each other in resolving the question posed by the simulation.

Participants are assigned roles different from philosophies they show on the pre-assessment test, and in researching and defending these roles, they begin to understand the essence of the philosophy underlying their roles. During the actual role-playing, participants join others with different philosophies to work for a common goal and then oppose others who might have the same philosophy as theirs but who support a different goal.

Analysis of their behavior and of the arguments they must use in playing their roles during the simulation exercise affords the participants the opportunity to put their assigned and own real philosophies into proper perspective as a beginning step in the discovery of the nature of racism and prejudice.

Objectives

Terminal Objective

After developing and defending a philosophy different from one he evidences on a pre-assessment test, the participant will show increased cultural awareness and affected attitude on a written post-assessment test.

Objectives

1. After viewing a slide-tape presentation setting up an issue in a hypothetical situation, the participant will develop in writing a statement which expresses a philosophy underlying his assigned role and supporting the position he is taking on the issue.

2. While supporting the underlying philosophy of his assigned role, the participant, in a caucus with other participants having similar and conflicting philosophies, will actively aid in the formulation of a group statement supporting their common position on the issue.

3. While supporting the underlying philosophy of his assigned role, the participant will actively defend his position on the issue in a general hearing with all other participants who will be supporting philosophies and defending positions of a similar or conflicting nature.

Pre-assessment Test Instructions

The following test is to be self-graded and is intended to be used only for the assignment of the role which you will assume throughout the progress of this module. In some cases you may agree with more than one choice; in others you may disagree with all the choices. However, please try to select as honestly as possible the one response with which you most closely agree.

Take one copy of the pre-assessment test from the folder marked "Pre-assessment Tests" to record your answers.

Pre-assessment Test

Which statements are most representative of your opinion?

Please select a, b, or c for each of the three groups of statements below:

Group 1

- a. The white race is the dominant race in the United States.
- b. There is no valid concept of race other than the human race.
- c. There are at least three important races in the United States.

Group 2

- a. If separate ethnic studies are offered in the school curriculum, white students should have the opportunity to take them, but it should not be compulsory.
- b. Instead of separate ethnic study courses, the curriculum should be redesigned to emphasize multiple ethnic groups in each course.
- c. Separate educational programs for in-depth black and chicano studies should be a vital part of the school curriculum.

Group 3

- a. Statistics indicate minority students are generally slower learners than white students.
- b. If white students tend to achieve at a faster rate, it is because the school curriculum hinders the success of minority students.
- c. Ethnic background is not related to achievement.

Please select either 1 or 2 for the pair of statements below:

- 1. Minority and white students can receive better educational opportunities in a white majority district.
- 2. Minority students can receive equal educational opportunities in a district comprised of mainly minority population, but white students cannot.

Please turn to Pre-assessment Test Grading Instructions, and score your own test.

Pre-assessment Test Grading Instructions

Your answers on the Pre-assessment Test will be used only to determine the role you will be assigned in this module.

For the first three groups of questions:

If you marked selection a two or more times, the first part of your role designation will be the letter A.

If you marked selection b two or more times, the first part of your role designation will be the letter B.

If you marked selection c two or more times, the first part of your role designation will be the letter C.

If you marked an a, a b, and a c selection on the three groups in any order, the first part of your role designation will be the letter A.

On the final pair of statements:

If you marked selection 1, the second part of your role designation will be the numeral 1.

If you marked selection 2, the second part of your role designation will be the numeral 2.

You now have the entire role designation which you are to be assigned in the module; it is either A1, A2, B1, B2, C1, or C2.

Please take one role designation sheet from the envelope which has your role listed on the front and read it carefully.

Keep your scored Pre-assessment Test so that you will be able to compare it to a portion of the Post-assessment Test.

DUPLICATE FOR ASSIGNED PARTICIPANTS ONLY

ROLE A1

You are a member of an ethnic minority group (black or chicano) in the city of Afton Falls. An active community leader and parent, you are convinced that the only way the children of minority citizens in your city can receive a quality education is to separate from the white majority district, to elect a separate School Board of minority citizens vitally concerned about the education of their children, and to get down to the business of improving conditions for black and chicano students. Of course, it is up to you to prove that such a split will be the most advantageous course for minority citizens to take.

Underlying your belief that the minority population must unite to shape their own fate, there is a very deep and bitter prejudice against the white society which has forced your people into their present untenable situation. You are tired of seeing the minority citizenry of Afton Falls being subjected time and again to continual subordination to the white majority.

You will formulate this philosophy into a written statement, for any action you take or statement you make during the progress of the module must be consistent with your philosophy. At a later time, however, when you join other minority and white citizens, who may or may not be prejudiced against you, to urge the State Board of Education to uphold the formation of the new district, you must be very careful to disquise this prejudice as much as possible since it would weaken your effectiveness to persuade others.

Please view part 1 of the slide-tape presentation, The Afton Falls Case - A Study in Equalizing Educational Opportunities for Minority Groups.

DUPLICATE FOR ASSIGNED PARTICIPANTS ONLY

ROLE A2

You are a member of an ethnic minority group (black or chicano) in the city of Afton Falls. An active community leader and parent, you are convinced that a movement to set up a new school district of mostly minority students would be a serious mistake even though keeping the district intact might be the most difficult road to ensure quality education for minority children. The all white School Board has made no effort to improve conditions for minority students, but you believe it is only just that white citizens be forced to provide equal educational opportunities for minority children. Of course, it is up to you to prove that there are practical means for improving the conditions of chicano and black students without dividing the district.

Underlying your belief that the minority populations must unite to shape their own fate, there is a very deep and bitter prejudice against the white society which has forced your people into their present untenable situation. You are tired of seeing the minority citizenry of Afton Falls being subjected time and again to continual subordination to the white society.

You will formulate this philosophy into a written statement, for any action you take or statement you make during the progress of the module must be consistent with your philosophy. At a later time, however, when you must join other minority and white citizens, who may or may not be prejudiced against you, to urge the State Board of Education to deny the formation of the new district, you must be very careful to disguise this prejudice as much as possible since it would weaken your effectiveness to persuade others.

Please view part 1, of the slide-tape presentation, The Afton Falls Case - A Study in Equalizing Educational Opportunities for Minority Groups.

DUPLICATE FOR ASSIGNED PARTICIPANTS ONLY

ROLE B1

You are a member of the white majority in the city of Afton Falls. An active community leader and parent, you support a movement of minority citizens to form a new school district composed of mostly minority students. Since there has been a lot racial tension just beginning to show up in the city because the all white School Board has made no effort to improve conditions for minority students, you believe it would be the best course of action for all concerned. Of course, it is up to you to prove that such a split will be the most advantageous course for the minority citizens to take.

Underlying your belief is a very deep and bitter prejudice against minority citizens. You feel strongly that the white majority is superior, and without the responsibility of having to educate inferior minority students, the quality of education for your own children should improve. You would be happy to see the vocal minority groups causing so many problems and attracting so much attention somewhat quieted down.

You will formulate this philosophy into a written statement, for any action you take or statement you make during the progress of the module must be consistent with your philosophy. At a later time, however, when you join other minority and white citizens, who may or may not be prejudiced against you, to urge the State Board of Education to uphold the formation of the new district, you must be very careful to disguise this prejudice as much as possible since it would weaken your effectiveness to persuade others and the possibility exists that the government, with its dim outlook toward white racism, might decide to make things worse.

Please view part 1 of the slide-tape presentation, The Afton Falls Case - A Study in Equalizing Educational Opportunities for Minority Groups.

ROLE B2

You are a member of the white majority in the city of Afton Falls. An active community leader and parent, you are convinced that a movement to set up a new school district of mostly minority students would be a serious mistake. The reputation of the existing school system is a good one and you fear government intervention if the existing all white School Board cannot show ability to handle the current problems. Of course, it is up to you to prove that there are practical reasons for keeping the present school system intact.

Underlying your belief is a very deep and bitter prejudice against minority citizens. You feel strongly that the white majority is superior and rightfully in control. Any change in the white power structure you support would be a threat to the welfare of your own kind and the future of your children. The minority situation is best controlled by the white majority to keep it from getting out of hand. You would be happy to see the vocal minority groups causing so many problems and attracting so much attention forced under control.

You will formulate this philosophy into a written statement, for any action you take or statement you make during the progress of the module must be consistent with your philosophy. At a later time, however, when you join other minority and white citizens, who may or may not be prejudiced against you, to urge the State Board of Education to deny the formation of the new district, you must be very careful to disguise this prejudice as much as possible since it would weaken your effectiveness to persuade others and the possibility exists that the government, with its dim outlook toward white racism, might decide to make things worse.

Please view part 1 of the slide-tape presentation, The Afton Falls Case - A Study in Equalizing Educational Opportunities for Minority Groups.

ROLE C1

You may be either a member of the white majority or a member of an ethnic minority group (black or chicano) in the city of Afton Falls. As an active community leader and parent, you are convinced that the only way the children of minority citizens in your city can receive a quality education is to separate from the white majority district, to elect a separate School Board of minority citizens vitally concerned about the education of their children, and to get down to the business of improving conditions for chicano and black students. Of course, it is up to you to prove that such a split will be the most advantageous course for the minority citizens to take.

Underlying your belief is a strong sense of fairness for all citizens; you simply want the best situation to exist for all people regardless of ethnic background. You pride yourself in being totally unbiased, but you are painfully aware of the great amount of prejudice that exists in your city and you cannot close your eyes to the fact that the minority citizenry of Afton Falls is subjected time and again to continual subordination to the white society.

You will formulate this philosophy into a written statement, for any action you take or statement you make during the progress of the module must be consistent with your philosophy. At a later time, when you join other minority and white citizens, who may or may not be prejudiced against you, to urge the State Board of Education to uphold the formation of the new district, you must be very careful to alleviate any tension caused by prejudice on both sides and seek mutual understanding.

Please view part 1 of the slide-tape presentation, The Afton Falls Case - A Study in Equalizing Educational Opportunities for Minority Groups.

ROLE C2

You may be either a member of the white majority or a member of an ethnic minority group (black or chicano) in the city of Afton Falls. As an active community leader and parent, you are convinced that a movement to set up a new school district of mostly minority students would be a serious mistake even though keeping the district intact might be the most difficult road to ensure quality education for minority students. The all white School Board has made no effort to improve conditions for minority students, but you believe it is only just that white citizens share the responsibility to provide equal educational opportunities for minority children. Of course, it is up to you to prove that there are practical means for improving the conditions of chicano and black students without dividing the district.

Underlying your belief is a strong sense of fairness for all citizens; you simply want the best situation to exist for all people regardless of ethnic background. You pride yourself in being totally unbiased, but you are painfully aware of the great amount of prejudice that exists in your city and you cannot close your eyes to the fact that the minority citizenry of Afton Falls is subjected time and again to continual subordination to the white society.

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Please view part 1 of the slide-tape presentation, The Afton Falls Case - A Study in Equalizing Educational Opportunities for Minority Groups.

Knowledge Test

Which of the following statements best characterize the city of Afton Falls? (Circle as many choices as apply.)

1. White suburbs
2. Urban-industrial community
3. Cement production and textile manufacturing
4. History of racial tension
5. Young, liberal city
6. City of moderate size - 70,000
7. Busy port
8. Rapidly growing, prosperous city
9. Steel production and granaries
10. Predominantly white Protestant
11. Segregated neighborhoods
12. Compact industrial and central business districts
13. Rural-farming community
14. Static economy and population growth
15. Minority population increasing at a rapid rate
16. Primarily middle and lower socioeconomic classes
17. Old, conservative city
18. Inner-city ghettos populated by minority groups
19. Large city of 250,000 people
20. Minority groups primarily black and Mexican-American

Please score your test by the accompanying key.

Knowledge Test Assessment Key

The statements circled below indicate the correct choices on the Knowledge Test. If you scored 12 of 13 correct, please turn on the tape recorder and slide projector and view part 2 of the slide-tape presentation. If you scored less than 12 of 13, please view part 1 of the slide-tape presentation again and retake this test when you finish.

1. White suburbs
2. Urban-industrial community
3. Cement production and textile manufacturing
4. History of racial tension
5. Young, liberal city
6. City of moderate size - 70,000
7. Busy port
8. Rapidly growing, prosperous city
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19. Large city of 250,000 people
20. Minority groups primarily black and Mexican-American

Enabling Activities for Developing Philosophy Statement

The following alternative activities are designed to help you develop the background to write a philosophy statement in keeping with your assigned role. You may select any one or as many different ones as you need to formulate a proper philosophy. Keep in mind that your written statement will be evaluated by the module administrator in terms of the following criteria:

1. Consistency with philosophy indicated by role assignment
2. Specific relevance to Afton Falls case study
3. Support of the position taken on the new school district issue in the case study

Activity 1

Included in the envelopes marked "Literature for Role ____" are resource materials from organizations espousing philosophies in general line with the indicated role designation. Most of these are actual publications by such groups and offer a good indication of underlying assumptions that make up the overall philosophy. A knowledge of this information should help you develop a clear understanding of the type of position you will be expected to maintain in the module.

After using these materials, please return them to the envelope and consult the module administrator to see if your statement satisfactorily meets the evaluation criteria.

Activity 2

Find out from the module administrator what other participants might be assigned the same role that you have. By talking together and interacting about the problem and the assigned role, a statement

of philosophy should eventually begin to emerge. After you have done some research, this activity might also be done to help formalize your written statement.

Consult the module administrator to see if your statement satisfactorily meets the evaluation criteria.

Activity 3

Perhaps you know people or organizations with similar philosophies to the one indicated by your role designation. Interviewing would give an excellent first-hand account of the philosophy and should help you verbalize a suitable one for your role.

Consult the module administrator to see if your written statement satisfactorily meets the evaluation criteria.

Activity 4

Visit school settings you know which approximate the type of conditions expressed in the problem. A real setting would bring the conditions to life and should help you gain a firmer understanding of the forces that underlie a philosophy.

Consult the module administrator to see if your written statement satisfactorily meets the evaluation criteria.

Activity 5

There is a wealth of literature written about prejudice and minority school situations which should help you understand the Afton Falls case study more thoroughly. A review of such literature should give you a good foundation for developing a philosophy consistent with

your role assignment.

Turn in a list of resources you consulted and consult with the module administrator to see if your statement satisfactorily meets the evaluation criteria.

Activity 6

Formulate your own method for developing a philosophy statement suited to your own learning style and prior knowledge. Outline the method you use in formulating your opinions and present it to the module administrator with your written statement.

Consult the module administrator to see if your statement satisfactorily meets the evaluation criteria.

Activity 7

Check with the module administrator for other suggestions in developing your own philosophy statement. The two of you may be able to design an individual method more suited to your needs.

Consult the module administrator when you have written your statement to see if it satisfactorily meets the evaluation criteria.

Should you not be able to develop successfully a philosophy statement in keeping with your role, the module administrator may decide to give you a different role designation with which you might be more comfortable.

Once you have received approval from the module administrator on your written philosophy statement, proceed to Preparation for Caucus on page 18.

DO NOT DUPLICATE FOR PARTICIPANTS
(For use of module administrator to evaluate and provide assistance)

Sample Philosophy Statement

Role A1 - Minority Extremist for New District

You know I've always been active in working for the betterment of minority peoples in Afton Falls. The trouble is we've been so few in number for so many years that the whites have completely run over us and ignored our needs. But now is the time! Since the population figures are beginning to show we're increasing in percentage, we've got to take drastic steps to help ourselves out.

I'm sick and tired of dominance by a white society that refuses to help us. If we had control of the school district, we could do what's right for our children. If we didn't have this white racist School Board, we could make educational objectives more in tune with the needs of our people. Our students can't receive fair or equal education with the existing arrangement like it is now, and that fact is not likely to change anytime soon unless we split off and form this new district for some concrete action now.

We can take the revenue from taxes on the industry and improve our schools right now instead of having all the money go to white schools and waiting for a handout. Since our neighborhoods are poor, we can get Title I money from the federal government to improve the quality of education for black and Mexican-American children. We can get more individual attention for our kids from better qualified teachers.

We don't need white people to get things done. They haven't done the right thing so far and they're not going to either. We want changes and we want them now, and the best way to get them is to set up a new district with a minority School Board to bring about the much needed educational improvements our children have a right to.

DO NOT DUPLICATE FOR PARTICIPANTS
(For use of module administrator to evaluate and provide assistance)

Sample Philosophy Statement

Role A2 - Minority Extremist Against New District

Well, I know one thing for sure - I'm against the idea of dividing our school district. I think it's high time those white people pay for seeing our minority children get a better opportunity. I want to see them forced to provide equal education so that all our children and our children's children will have the chance they deserve in the future.

If we can just draw attention to what's going on here in Afton Falls, they will be forced to make changes. They should have to shoulder the responsibility to see to it that our children get a better quality education. I don't care how they do it, but if we split the district, we'll be letting them off the hook. They can either make a more fair distribution of the tax money from the industries or else they can transport our children to some of their schools to get the same kind of education their kids are getting. That's right - busing! I don't want my children to have to travel all the way across town to get a good education, but if that's what it takes, then I'm for it and for sending those white kids over here to our school, too.

The whole point is that we have to learn from the dominant culture if we ever hope to achieve dominance ourselves. And besides that, with our children going to school with theirs and receiving the same education as theirs are, our children should have a better chance to succeed in this community.

We have the federal law on our side and I think we ought to take advantage of that fact and get help in forcing them to start doing what is right for our children.

Sample Philosophy Statement

Role B1 - White Racist for New District

Let me explain my view on this separate district issue before you think I'm a traitor to my own skin color. Even though it will be a big rise in taxes for us, it will solve everything if our children don't have to put up with those minority kids.

We all know they are inferior to us and they're immoral, too. They don't have any respect for authority either. If we all stay together, these minority people will hold back the whites. Our school district would look a whole lot better if they had their own district because the average achievement scores would go way up without them to drag the scores down. I'm not concerned with education for them anyway; the federal government already takes care of them and uses most of our hard-earned tax money on their welfare programs. Besides, they're even talking about getting federal money and that would mean a whole lot of government interference which we definitely don't want. Our district could get down to the real business of educating our white children in the best manner possible and we wouldn't have to worry about all this equal opportunity stuff. We could give our own children more individual attention.

It's important to me that they feel like they're getting a fair deal. If they stay in this district they'll always be complaining that they aren't treated right. If they have their own district, it will be their own fault if their kids can't achieve any better. They should be able to achieve more with their own kind anyway. I just think everybody would be a whole lot better off if we could let them get this new school district started.

DO NOT DUPLICATE FOR PARTICIPANTS
(For use of module administrator to evaluate and provide assistance)

Sample Philosophy Statement

Role B2 - White Racist Against New District

We've got to get organized and stop all this nonsense about a new school district. I'm just sick about the fact that it's gotten this far. The next thing you know the government will come in here trying to tell us how to run things.

Who is the majority of this city anyway? You're darn right we are and I like it just fine that way. We aren't in any danger of losing our majority any time in the near future even though the percentage of minority people is rising pretty fast. We can keep better control of them with things like they are right now. If they get their own district, who knows what they might think of over there.

First of all, I think taxes on our industry should be used to support the majority schools. If you take all that tax money away like they want to do, it would be an unfair tax burden on the white community. We don't have to take any federal money just because they keep saying they're entitled to it. We never have, so why should we start now? And if we don't take the federal money, then the government has no real say-so about what we're doing as long as we can continue to make it look good. Why, we would be paying double if all the industry's taxes went to them and our property taxes went up so we could educate our own kids. You know it doesn't do any good to try to teach them anything anyway. Besides that, the poor white children who would have to go to school in that district wouldn't have a chance.

No sir, I like things just as they are. You know where you stand this way. We've been able to control the minority people with no trouble so far, and I don't want anything to change that.

DO NOT DUPLICATE FOR PARTICIPANTS
(For use of module administrator to evaluate and provide assistance)

Sample Philosophy Statement

Role C1 - Non-racist for New District

I'm really sorry it's come to this, but I have to side with the supporters of this new district. There's so much prejudice and hard feeling already that there just doesn't seem to be any other alternative to get better quality education for minority students.

This plan is really feasible both from a practical and an economic standpoint. The minority schools need more money and the only way to get it is to pour more of the industry tax dollars into them and to get federal aid under Title I. You don't seriously think for one minute that either of these these things can be done with our existing situation, do you?

The best way to help minority people be more productive citizens in Afton Falls and to achieve higher living standards is to do something about improving their education and then giving them a chance to use that education. Any reform that would be really effective would just take too long to bring about with things the way they are. We can get equalization much more rapidly by creating the new district.

All I'm really interested in is seeing the minority people of Afton Falls get a fair break and I truthfully feel this is the best way. We've got to continue to avoid any real racial tension and I feel this new district plan will provide the best alternatives for all our citizens. Even though the federal law is on our side, it does not alter the fact that inequities continue to exist. The minority people have a right to their equal education now and any other solution than this proposed new district will not give them this immediate result.

DO NOT DUPLICATE FOR PARTICIPANTS
(For use of module administrator to evaluate and provide assistance)

Sample Philosophy Statement

Role C2 - Non-racist Against New District

There's no question about it - this would be the most serious mistake we could make in trying to improve education for our minority children. It's already been proven time and again in this country that there is no such thing as separate and equal education. The only equal education possible is to bring about the rightful reforms in the whole city.

It's only right that all people share the responsibility for education of all people. What we need is cultural awareness and understanding. If we separate now, we can't ever achieve this. We need unity of purpose; dividing the district would increase racial tension, not prevent it. I know it will be difficult, but we can come up with workable solutions without separation.

We really need to be working for a common goal of having all people accept the necessary measures to achieve equal education in our district. We can get federal money under the Title I program; we can do a better job of dividing tax monies to help out the minority schools; there are all sorts of things we can do. But we must all realize that the only way minority citizens are going to achieve their equal and rightful place in our society is to unify to bring about these changes.

The federal law is on our side. The important thing to remember is that Afton Falls has a long and proud history of meeting every challenge. We have to keep sight of the long range goals of the best possible life for all our people and to do this we must stand united. Separation into two school districts of different ethnic groups is totally unthinkable.

Preparation for Caucus

The first group activity is a caucus in which participants must agree upon a unified position statement on the new school district issue. Involved in this caucus will be only people whose role assignments call for a similar stand on the issue; all those for creating the new district will meet in one caucus and all those against it will meet in a separate one. However, there will be people representing different philosophies in each caucus. This simulation is intended to parallel a meeting where both minority and white citizens, some of whom may be prejudiced, would try to organize an effective case to bring before the State Board of Education.

When you meet at the appointed time and place designated by the module administrator, you will receive a photograph of a person you will be playing in your assigned role. By wearing this photograph, participants will readily be identifiable as to the ethnic group they are representing; this may help you to determine your strategy in dealing with them.

The first order of business in the caucus will be to select a recorder to write the group statement as it is developed. This statement should be brought to the final hearing and read by the recorder as the opening argument for each side.

Your participation in this caucus must be active. You must be aware at all times of the role you are expected to play so that your actions and statements will be consistent. It is not particularly a good strategy to expose your underlying philosophy too early. Those playing prejudicial roles will antagonize the rest of the group and lose their effectiveness. Those committed to unbiased philosophies will be taken advantage of by the prejudiced roles who do not have to be loyal to that commitment.

Exercise as much skill as possible, however, in trying to make your own underlying philosophy the focal point of the group position statement.

Your persuasiveness will play a critical role in the outcome of the case study. The module administrator will be aware of the role you are playing and will be available to give you feedback on your performance.

After this session the module administrator will announce the time and place for the Final Hearing to be held in front of the State Commissioner of Education. Before this final hearing, proceed to Preparation for Final Hearing on page 20 and read it carefully.

Preparation for Final Hearing

The last group activity is a gathering of all the participants to simulate a hearing before the State Commissioner of Education, played by the module administrator. After each side has presented its group position statement as its opening argument, the Commissioner will listen to a debate and discussion in which all the participants should actively join.

Although this hearing will pit those of differing philosophies joining together to defend a common cause, the conflict will arise that some people on the opposing side will have the same underlying philosophy that you have.

Your participation in the final hearing must again be active. You must continue to be aware at all times of the role you are playing so that your actions and statements will be consistent. You will once again be wearing the photograph of the role you are playing and this will help you determine what strategies your opponents are using.

Again, you must exercise caution in giving away your underlying philosophy; not only will the other participants be able to outmaneuver you but also the module administrator, who is aware of your role, will be influenced in his final ruling by the skill you use in your performance.

The side which presents the most skillful argument in view of the philosophies at work will determine the Commissioner's ruling and the outcome of the case study.

After this session the module administrator will give you a copy of the Post-assessment Test in which you will have an opportunity to express your attitudes about your experiences in the module.

Post-assessment Test

Please select a, b, or c for each of the three groups of statements below:

- Group 1
- a. The white race is the dominant race in the United States.
 - b. There is no valid concept of race other than the human race.
 - c. There are at least three important races in the United States.

- Group 2
- a. If separate ethnic studies are offered in the school curriculum, white students should have the opportunity to take them, but it should not be compulsory.
 - b. Instead of separate ethnic study courses, the curriculum should be redesigned to emphasize multiple ethnic groups in each course.
 - c. Separate educational programs for in-depth black and chicano studies should be a vital part of the school curriculum.

- Group 3
- a. Statistics indicate minority students are generally slower learners than white students.
 - b. If white students tend to achieve at a faster rate, it is because the school curriculum hinders the success of minority students.
 - c. Ethnic background is not related to achievement.

Please select either 1 or 2 for the pair of statements below:

- 1. Minority and white students can receive better educational opportunities in a white majority district.
- 2. Minority students can receive equal educational opportunities in a district comprised of mainly minority population, but white students cannot.

If your answers above changed from the Pre-Assessment Test, please indicate on which questions: ☐ Group 1 ☐ Group 2 ☐ Group 3 ☐ Final pair

How did you feel about your assigned role?

How did you feel while you were playing your role in the caucus with others trying to achieve the same goal?

How did you feel while you were playing your role in the final hearing with others of conflicting viewpoint?

Please indicate other participants, if any, toward whom you felt hostility during the role-playing and why.

What effect, if any, did this exercise have on you?

Please note any other comments or suggestions.

DO NOT DUPLICATE FOR PARTICIPANTS

Administrator's Note

A packet may be assembled for each participant. The recommended format for the packet is as follows:

Flowchart
Prospectus
Objectives
Pre-assessment Test Instructions
Enabling Activities for Developing Philosophy Statement
Preparation for Caucus
Preparation for Final Hearing

Sheets to be duplicated and placed in envelopes are as follows:

Pre-assessment Test
Pre-assessment Test Grading Instructions attach these together
Role Assignment Sheets
 ROLE A1
 ROLE A2
 ROLE B1
 ROLE B2
 ROLE C1
 ROLE C2
Knowledge Test
Post-assessment Test

Some of the slides in the slide-tape presentation were taken from the Silver-Burdett and MacMillan elementary social studies textbook series.